

CROSSWELL ELEMENTARY

161 School Road
Easley, South Carolina 29640

GRADES K-5 Elementary School

ENROLLMENT 482 Students

PRINCIPAL Diane P. Brown 864-855-8160

SUPERINTENDENT Dr. Mendel Stewart 864-855-8150

BOARD CHAIR Mr. Dan Sharpe 864-878-3847

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
13	60	16	1	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Good	N/A
2003	Good	Below Average	No
2004	Good	Below Average	Yes

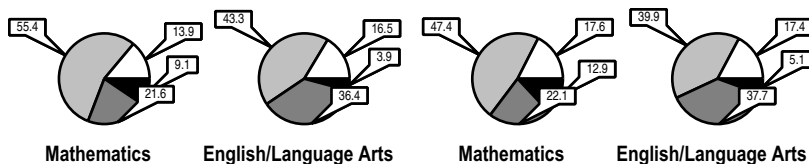
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

67.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	249	99.2	16.1	43.5	36.5	3.9	53.0	Yes	Yes
Gender									
Male	120	99.2	21.4	42.0	34.8	1.8	50.0		
Female	129	99.2	11.0	44.9	38.1	5.9	55.9		
Racial/Ethnic Group									
White	231	99.1	16.4	41.8	38.0	3.8	54.0	Yes	Yes
African-American	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	211	99.1	11.3	43.1	41.0	4.6	60.0		
Disabled	38	100.0	42.9	45.7	11.4	0.0	14.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	249	99.2	16.1	43.5	36.5	3.9	53.0		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	247	99.2	16.2	43.2	36.7	3.9	53.3		
Socio-Economic Status									
Subsidized meals	112	98.2	23.7	40.2	33.0	3.1	42.3	Yes	Yes
Full-pay meals	137	100.0	10.5	45.9	39.1	4.5	60.9		

Mathematics - State Performance Objective = 15.5%									
All Students	249	100.0	13.9	55.4	21.6	9.1	44.6	Yes	Yes
Gender									
Male	120	100.0	13.4	51.8	26.8	8.0	48.2		
Female	129	100.0	14.3	58.8	16.8	10.1	41.2		
Racial/Ethnic Group									
White	231	100.0	12.6	55.6	22.0	9.8	46.3	Yes	Yes
African-American	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	211	100.0	14.3	52.6	23.0	10.2	48.0		
Disabled	38	100.0	11.4	71.4	14.3	2.9	25.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	249	100.0	13.9	55.4	21.6	9.1	44.6		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	247	100.0	13.5	55.7	21.7	9.1	44.8		
Socio-Economic Status									
Subsidized meals	112	100.0	17.3	60.2	17.3	5.1	29.6	Yes	Yes
Full-pay meals	137	100.0	11.3	51.9	24.8	12.0	55.6		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	103	99.0	9.8	40.2	45.7	4.3	50.0
	Grade 4	81	98.8	22.8	55.7	21.5	N/A	21.5
	Grade 5	76	98.7	14.3	58.6	21.4	5.7	27.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	79	98.7	14.1	29.5	47.4	9.0	56.4
	Grade 4	102	99.0	17.7	52.1	29.2	1.0	30.2
	Grade 5	69	100.0	16.4	52.2	29.9	1.5	31.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	103	100.0	15.2	63.0	17.4	4.3	21.7
	Grade 4	81	100.0	18.8	55.0	18.8	7.5	26.3
	Grade 5	76	100.0	7.0	59.2	26.8	7.0	33.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	79	100.0	17.7	60.8	17.7	3.8	21.5
	Grade 4	102	100.0	15.5	55.7	20.6	8.2	28.9
	Grade 5	69	100.0	10.4	47.8	25.4	16.4	41.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 482)				
First graders who attended full-day kindergarten	74.7%	N/C	100.0%	100.0%
Retention rate	2.2%	Down from 3.6%	3.0%	2.7%
Attendance rate	96.6%	Up from 95.7%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.8%		3.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	8.4%		3.0%	3.5%
Eligible for gifted and talented	9.4%	Up from 9.0%	17.6%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.6%	Down from 10.9%	8.6%	8.2%
Older than usual for grade	1.5%	Down from 2.0%	1.0%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 0.4%	0.0%	0.0%

Teachers (n= 30)				
Teachers with advanced degrees	30.0%	Down from 37.1%	53.8%	51.4%
Continuing contract teachers	96.7%	Up from 91.4%	90.9%	87.5%
Highly qualified teachers**	100.0%	N/A	95.5%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	86.7%	Down from 88.2%	89.0%	86.7%
Teacher attendance rate	93.9%	Down from 96.0%	95.2%	94.9%
Average teacher salary	\$38,793	Up 2.9%	\$40,941	\$40,760
Prof. development days/teacher	15.2 days	Up from 14.7 days	11.5 days	12.4 days

School				
Principal's years at school	8.0	Up from 7.0	5.0	4.0
Student-teacher ratio in core subjects	21.2 to 1	Up from 20.1 to 1	19.7 to 1	18.9 to 1
Prime instructional time	89.4%	Down from 90.6%	90.3%	90.0%
Dollars spent per pupil*	\$5,712	Up 9.4%	\$5,672	\$6,044
Percent of expenditures for teacher salaries*	61.5%	Down from 64.9%	65.8%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.6%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Crosswell Elementary is a K5-fifth grade school serving 482 students. The staff, in partnership with parents and the community, is dedicated to providing challenging educational opportunities in the context of a safe and nurturing environment. Our facility was under construction/renovation during this school year. The project, consisting of a new entry area, stage area for the cafeteria, and a new wing with 12 classrooms was completed.

We were fortunate to have an active PTA, School Improvement Council, and CORE volunteers. The PTA annually sponsors a scholarship for a selected Easley High School graduate, who was a former Crosswell student. The SIC and PTA designed and purchased a playground structure to be installed during the coming school year.

The school provided professional development opportunities for the staff. Crosswell was selected to participate in the "Blue Ribbon Schools of Excellence." Teachers and administrators participated in many professional development activities for the improvement of writing instruction. Family nights were provided in the subject areas of writing, reading, math, and science. Students in grades 2, 3, and 4 were engaged in pen-pal correspondence with other schools. Fifth grade students were featured in "Upstate Parenting" magazine for their writing.

Students were encouraged to participate in school and district scholastic competitions. Students in grades 3-5 who are on academic plans were offered after-school remediation in language arts and math. A homework center operated Monday-Thursday to help students with their studies. The Accelerated Reader program continued to show increases in student participation and reading levels. America Reads, a program in collaboration with Clemson University, provided tutors twice a week to help students with reading. Students from the Easley High School Teacher Cadet program, as well as ninth grade ED.101 students, served as student tutors at Crosswell. Although the school was without a computer lab due to construction, plans were made to have a lab equipped with 25 new computers for the coming school year.

Crosswell will continue to provide a quality education, search for ways to best meet the needs of our students, and strive to be a valued partner with our community.

Greg Berryhill, SIC chairperson
Diane P. Brown, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	29	61	32
Percent satisfied with learning environment	96.6%	83.6%	96.9%
Percent satisfied with social and physical environment	100.0%	85.0%	93.8%
Percent satisfied with home-school relations	69.0%	80.3%	75.0%

*Only students at the highest elementary school grade level at this school and their parents were included.